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Implementation of the Imla' Method in Improving the Writing Skills of Ula/MI Students at the Darul Uluum Fastabiqul Khoirot Islamic Boarding School, Air Hitam, North Labuhanbatu

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Abstract

This study aims to analyze the implementation of the imla' method in improving the Arabic writing skills of Ula/Madrasah Ibtidaiyah students at the Darul Uluum Fastabiqul Khoirot Air Hitam Islamic Boarding School, North Labuhanbatu, motivated by the low accuracy of writing hijaiyah letters and the importance of strengthening basic literacy in Islamic education. This study also departs from the urgency of maintaining traditional methods that are considered still relevant amidst the development of modern learning technology. The study uses a qualitative approach with a case study design, involving subjects of grade IV students, teachers, heads of educational units, and parents through purposive sampling techniques. Data were collected through semi-structured interviews, participatory observation, and documentation, then analyzed using an interactive model through data reduction, data presentation, and drawing conclusions with triangulation to ensure validity. The results of the study indicate that the gradual application of the imla' method through imla' manqul, manzhur, and istima'i can significantly improve students' writing skills, marked by increased accuracy in writing letters and harakat, neatness of writing, and reduced spelling errors. In addition, an increase in students' concentration, accuracy, and memory was found as a result of the integration of listening and writing activities. In conclusion, the imla' method is an effective and relevant approach as a foundation for learning Arabic literacy at the elementary level, and can be integrated with modern learning innovations. This study recommends the development of a technology-based Imla' method and quantitative testing to strengthen the findings. Keywords: imla' method, writing ability, Arabic, MI students, Islamic boarding school learning. Article classification: Qualitative research article.

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Introduction

Writing skills are one of the language skills that play an important role in the world of education, especially at the elementary school level (Sari et al., 2025). The ability to write Arabic (*mahārah kitābah*) is one of the basic competencies that must be mastered by students at the Ula/Madrasah Ibtidaiyah (MI) level, especially in Islamic boarding schools (Zulfa & Syam, 2024). This skill is not only related to motor skills in writing the hijaiyah letters, but also involves cognitive aspects such as understanding language structure, spelling accuracy, and the ability to listen (*istimā'*) simultaneously (Fitriani et al., 2026). In the context of Islamic education, the ability to write Arabic is crucial because it is directly related to the recitation of verses from the Qur'an, hadith, and other Islamic literature. However, the reality on the ground shows that many students still experience difficulties in writing Arabic letters correctly, both in terms of letter shape, harakat, and *imla'* rules (Sulaiman & Az-Zahra, 2024). Observational data shows that some students still have difficulty distinguishing hijaiyah letters that have similar shapes, such as ب, ت, and ث. Furthermore, some students frequently made errors connecting letters and using vowels incorrectly, and some even omitted certain letters when writing. These findings indicate that students' basic Arabic writing skills still need improvement.

One method traditionally used in teaching Arabic writing is the dictation method . This method emphasizes listening to the teacher's speech, understanding the sounds of the language, and accurately expressing them in written form. Conceptually, the dictation method not only trains writing skills but also integrates listening and thinking skills simultaneously (Sulaiman & Az-Zahra, 2024). Based on evaluation results and empirical findings in the field, the consistent application of the dictation method has been proven to improve the accuracy of writing hijaiyah letters, the use of harakat, and the neatness of students' writing. Initial findings indicate that the dictation method has a significant impact on improving students' basic literacy. Documentation data shows a decrease in writing errors from 6–8 to 2–3 errors per exercise, and approximately 70–75% of students experienced improvements in the accuracy and neatness of their writing. This is reinforced by teacher interviews, which stated that students have become more precise and consistent in their use of vowels, thus proving the dictation method is effective in learning Arabic in Islamic boarding schools.

Several previous studies have shown that the *dictation method* is significantly effective in improving students' writing skills. Research conducted by Putri and Nursholihah (2024) concluded that the *dictation method* can significantly improve Arabic writing skills through a systematic dictation process. (Putri & Nursholihah, 2024) . Similarly, Sitorus et al. (2024) stated that the *dictation method* not only improves writing skills, but also enriches vocabulary, improves concentration, and provides space for reflection through the correction process (Sitorus et al., 2024). Furthermore, research by Sulaiman and Az-Zahra (2024) shows that the effectiveness of *imla' learning* is determined by the systematic teaching and its relationship to students' daily activities. (Sulaiman & Az-Zahra, 2024).

On the other hand, research by Zulfa and Syam (2024) highlighted that the implementation of the *imla' manqul method* which was carried out in a planned, structured and sustainable manner was able to increase students' enthusiasm for

learning and the quality of their writing (Zulfa & Syam, 2024). Meanwhile, Nugraha et al. (2024) emphasized that the application of the *disla'* rules has a positive impact on spelling accuracy, grammatical understanding, and clarity of communication in Arabic (Nugraha et al., 2024). These findings reinforce the assumption that the *dictation method* remains relevant and effective in Arabic language learning, even amidst the increasingly rapid development of digital technology.

However, some are beginning to question the relevance of traditional methods like *dictation* in the modern era. Some argue that this method tends to be monotonous and less appealing to the digital generation, who are more accustomed to technology-based media. However, this view is debatable, considering that the handwriting process in the dictation method actually provides stronger cognitive and motor stimulation than typing. Thus, the hypothesis has emerged that the *dictation method* is not only relevant but also serves as an important foundation for maintaining students' basic literacy amidst the digitalization of education.

Arabic writing skills were the primary focus of this study because, based on initial observations, fundamental problems were found among students, such as low mastery of the hijaiyah script, errors in connecting letters, and inaccurate use of vowels. Furthermore, some students still had difficulty distinguishing letters that had similar shapes, which impacted the quality of their writing. This condition indicates that writing skills, as part of the mahārah *kitaābah* (learning the scriptures), have not developed optimally, even though this skill is an important foundation for understanding and transcribing Islamic texts such as the Qur'an and hadith.

The selection of Darul Uluum Fastabiqul Khoirot Air Hitam Islamic Boarding School in North Labuhanbatu as the research location is based on the institution's characteristics, which consistently maintain the *imla'* method as the main method in learning Arabic writing. In addition, this Islamic boarding school has a structured learning system with a gradual implementation of variations of the *imla'* method, thus becoming a relevant context for assessing the effectiveness of the method. Another unique feature lies in the combination of traditional approaches and learning innovation efforts, thus providing an opportunity to obtain comprehensive data regarding the implementation and impact of the *imla'* method in improving students' writing skills.

Furthermore, interviews with teachers revealed that the *dictation method* is a complex cognitive process, involving auditory acuity, writing accuracy, and strengthening long-term memory. Meanwhile, from the perspective of students and parents, this method has been shown to improve concentration, accuracy, and neatness in writing. This demonstrates that the effectiveness of the *dictation method* is not only evident in academic results but also in changes in students' learning behavior.

Based on this background, this study aims to analyze the effectiveness of the *imla' method* in improving the writing skills of Ula/MI students at the Darul Uluum Fastabiqul Khoirot Islamic Boarding School in Air Hitam, North Labuhanbatu. This study is expected to provide theoretical contributions in the development of Arabic language learning methods, as well as practical contributions for teachers in optimizing the use of the *imla' method* in the classroom. In addition, this study also seeks to strengthen the position of traditional methods within the framework of modern education, by showing

that the *imla'* method remains relevant and effective in improving the quality of students' basic literacy.

Thus, this article not only examines the effectiveness of the *dictation method* empirically but also seeks to provide a more comprehensive understanding of the importance of integrating traditional methods and innovative approaches in Arabic language learning. Ultimately, this study concludes that the *dictation method* is an effective and essential learning strategy for developing students' Arabic writing skills at the elementary level.

Method

This study uses a qualitative approach with a case study design that aims to understand in depth the effectiveness of the *imla'* method in improving the writing skills of students at the Ula/Madrasah Ibtidaiyah level at the Darul Uluum Fastabiqul Khoirot Islamic Boarding School Air Hitam North Labuhanbatu. The research subjects were determined by purposive sampling, including fourth-grade Ula/MI students, Arabic language teachers, heads of educational units, and parents of students as supporting informants. The researcher acts as the main instrument (*human instrument*) who is directly involved in the data collection process, by building natural interactions so that the data obtained is in-depth and authentic.

Data collection techniques were carried out through semi-structured interviews, participant observation, and documentation (Aziz, Napitupulu, & Umami, 2025). Interviews were used to explore informants' perceptions and experiences regarding the implementation of the *imla'* method, observations were conducted to directly observe the learning process in the classroom, while documentation was used to supplement data in the form of evaluation results and student learning records. The research instruments were in the form of interview guidelines, observation sheets, and documentation formats compiled based on indicators of learning effectiveness, such as writing accuracy, neatness, concentration, and increased student abilities.

Data analysis uses an interactive model that includes data condensation, data presentation, and drawing conclusions. Data condensation is achieved by selecting, focusing, simplifying, and abstracting the data obtained to produce more focused and meaningful findings. This research was conducted at the Darul Uluum Fastabiqul Khoirot Islamic Boarding School in Air Hitam, North Labuhanbatu, until data saturation reached. Data validity was maintained through triangulation of sources, techniques, and time, and member checking with informants to ensure the data conformed to the actual conditions, so that the research results had validity and credibility that could be accounted for.

Results

1.1 Implementation of the Imla' Method in Learning and Improving Students' Writing Skills

The results of the study indicate that the implementation of the *dictation method* at the Darul Uluum Fastabiqul Khoirot Islamic Boarding School is carried out systematically and gradually through three main forms, namely *dictation manqul*, *dictation manzhur*, and *dictation istima'i*. In the initial stage, students are accustomed to copying (*dictation manqul*) to recognize the correct form of hijaiyah letters. Next, students are directed to

dictation manzhur, which is to look at the text first before dictating. In the advanced stage, *dictation istima'i* is applied which emphasizes the ability to listen and write simultaneously. This process is supported by clear teacher pronunciation and the use of strategies to strengthen student concentration. This implementation shows the existence of structured planning and is oriented towards the gradual development of student abilities.

Based on observations and documentation, there was a significant improvement in students' writing skills after the consistent application of the dictation method. This improvement was evident in the accuracy of writing the hijaiyah letters, the use of harakat, and the neatness of their writing. Students became more careful in their writing and were able to reduce errors such as missing letters or incorrect letter connections. Furthermore, students also showed an increase in writing speed without reducing accuracy. Interview data supported this finding, where students reported that they found it easier to remember word forms because the processes of listening, imagining, and writing were carried out simultaneously.

1.2 Improving Students' Concentration and Cognitive Aspects and the Role of Teachers

Research findings indicate that the *dictation method* not only impacts writing skills but also improves students' concentration and cognitive abilities. During the learning process, students are required to focus on listening to every sound spoken by the teacher, thereby training their auditory acuity (*istima'*). Furthermore, the direct handwriting process also strengthens students' long-term memory of word forms and spellings. This is evident in changes in student behavior, who become more focused, less easily distracted, and more thorough in completing assignments.

Teachers play a crucial role in the successful implementation of the *dictation method*. Research shows that teachers not only act as dictators but also as facilitators, guiding students in understanding their errors. Teachers' strategies, such as self-correction and cross-correction among students, have proven effective in increasing students' awareness of writing errors. Furthermore, teachers avoid a pressuring evaluation approach and emphasize learning from mistakes. This approach creates a more conducive learning environment and increases student motivation.

1.3 Environmental Support and Parental Response

Interviews with parents showed positive changes in students' writing skills at home. Students became more independent in practicing, even asking their parents to do dictation for additional practice. One parent said, "*Now my child often asks me to dictate words from his textbook so he can practice on his own at home.*" In addition, parents also observed that their child became more careful and less rushed in writing, as described, "*Before he often made mistakes or left out letters, but now he is more careful and usually immediately realizes if there is a mistake*". This support from the family environment strengthens the performance of the dictation method implemented at school, so that the learning process does not only take place in the classroom, but also continuously at home.

Although the *dictation method* has proven effective, it faces several challenges, such as differences in students' listening abilities and varying levels of concentration. Some students have difficulty following dictation quickly, especially during the *istima'i dictation stage*. To address this, teachers employ clearer pronunciation, repeat dictation, and use media such as loudspeakers. Furthermore, implementing the method in stages is also a solution to adapt to students' abilities, so that all students can follow the learning process effectively.

Based on these overall findings, it can be concluded that the *dictation method* is effective in improving students' writing skills, both in terms of technical aspects of writing, cognitive aspects, and concentration. Systematic implementation, active teacher involvement, and environmental support are the main factors in the success of this method in learning Arabic at the elementary level. Indicators of the effectiveness of students' writing skills in this study can be seen from several changes measured based on observation and documentation results. First, there is an increase in the accuracy of writing the hijaiyah letters, where students are starting to be able to distinguish letters that were previously often mixed up, such as ت, ب, and ث. Second, errors in connecting letters decreased, as evidenced by students' writing that was more in line with Arabic writing rules. Third, the use of vowels became more precise, and errors such as missing or mixed up letters within a word decreased.

In addition, in terms of neatness and clarity of writing, students showed significant progress, marked by neater, more proportional, and easier-to-read writing. Data documentation also showed a decrease in the number of errors in dictation exercises over time, for example from an average of 6–8 errors per exercise to around 2–3 errors after consistent application of the method. From a cognitive and concentration aspect, students appeared more focused during the dictation process, were able to follow instructions better, and showed an increase in writing speed without reducing precision. These data reinforce that the dictation method is effective not only on writing results, but also on students' thinking processes and learning readiness.

Discussion

2.1 Effectiveness of the Imla' Method and Strengthening the Concentration Aspect

The results of the study indicate that the effectiveness of the dictation method is supported by empirical data from observations, interviews, and documentation. Based on documentation from students' exercise books, before the intensive application of the dictation method, the average student made around 6–8 errors in one exercise, including errors in writing letters, connecting letters, and using harakat, while after consistent application, the number of errors decreased to around 2–3 errors per exercise. In addition, around 75% of students showed an increase in the accuracy of writing hijaiyah letters, especially in distinguishing similar letters such as ت, ب, and ث, and more than 70% of students experienced an increase in neatness and legibility of their writing. Interview results also confirmed that students became more consistent in using vowels, more careful, and able to complete exercises more quickly without reducing accuracy. Thus, this data proves that the dictation method is effective in improving students' writing skills from both technical and cognitive aspects.

finding is in line with research by Putri and Nursholihah (2024) which confirms that the *dictation method* is able to significantly improve writing skills through a systematic dictation process (Putri & Nursholihah, 2024). Theoretically, this effectiveness can be explained through the simultaneous integration of listening (*istimā'*) and writing (*kitābah*) skills, thereby strengthening students' cognitive connections. Thus, the dictation method functions not only as a mechanical exercise but also as an integrated learning strategy that simultaneously involves sensory and motor aspects.

The findings of this study indicate that the *dictation method* contributes significantly to improving students' concentration and memory. This supports the research findings of Sitorus et al. (2024), which stated that the *dictation method* can improve concentration and enrich students' vocabulary (Sitorus et al., 2024). From a cognitive psychology perspective, the activity of hearing, processing sounds, imagining letter shapes, and writing them directly is a complex process that involves both working and long-term memory. This explains why students in this study showed increased focus and accuracy. These findings also strengthen the hypothesis that traditional methods such as *dictation* actually have advantages in building a foundation for basic literacy compared to technology-based methods that tend to reduce students' motor skills.

the dictation method in learning Arabic at the elementary level is not only seen from the improvement of students' technical writing skills, but also from its suitability with the objectives of the Islamic education curriculum which emphasizes comprehensive mastery of basic literacy. In the curriculum, especially at the Ula/MI level, Arabic language learning is directed so that students are able to recognize, understand, and pronounce letters and words correctly according to the rules (Pelawi et al., 2025). The *dictation method* supports this achievement through structured, repetitive practice, so that students not only copy, but also understand the relationship between sounds (*phonology*) and written forms (*graphology*). Thus, this method contributes to the achievement of core competencies and basic competencies in the curriculum, especially in the aspects of skills (psychomotor) and knowledge (cognitive), while strengthening learning based on direct practice (learning by doing).

In addition, the *dictation method* plays an important role in strengthening students' concentration, which is also part of character development in the curriculum (Aziz, Napitupulu, & Parapat, 2025). *The dictation process* requires students to focus on listening, processing information, and reading it accurately at a relatively simultaneous time. This activity indirectly trains discipline, accuracy, and patience, which are important values in the Islamic education curriculum and student profile (Aziz, Napitupulu, & Windari, 2025). With increased concentration, students become more active and involved in learning, thus having a positive impact on overall learning outcomes. Therefore, the dictation method is not only relevant as a language learning strategy, but also as a means of character building and strengthening holistic competencies in accordance with curriculum requirements.

2.2 The Strategic Role of Teachers and Parents in Implementing the Imla' Method

Teachers need to participate in various training programs related to reading and writing literacy to improve their professional competence. These activities are crucial for

teachers to develop more effective learning strategies that are tailored to students' needs (Nasiroh, 2023). The success of the *dictation method* in this study is inseparable from the teacher's active role in designing and implementing learning in stages. The use of various methods such as *dictation manqul*, *manzhur*, and *istima'i* demonstrates the differentiation of learning tailored to students' ability levels. This finding aligns with research by Sulaiman and Az-Zahra (2024), which emphasizes the importance of systematic teaching in determining the effectiveness of *dictation learning*. (Sulaiman & Az-Zahra, 2024). Furthermore, evaluation strategies such as self-correction and cross-correction have been shown to increase students' metacognitive awareness of their errors. This approach shifts the evaluation paradigm from mere assessment to a reflective and constructive learning process.

The strategic role of parents in implementing *the dictation method* is crucial as a form of strengthening learning outside the school environment. Parents function as learning companions who can help children repeat *dictation exercises* at home through simple activities such as dictating words or sentences from textbooks. This involvement not only strengthens children's writing skills but also creates continuity between learning at school and at home (Ambarwati et al., 2025). With parental guidance, students have more opportunities to practice, thus minimizing writing errors and optimally developing writing skills.

In addition, parents also play a role in shaping children's learning attitudes, such as discipline, thoroughness, and patience, which are essential for the *dictation method*. Emotional support and motivation provided by parents can increase children's self-confidence (Aziz, Ashshiddiqi, et al., 2025). When parents are actively involved, children tend to be more motivated and feel cared for in their learning process. Therefore, collaboration between teachers and parents is an important key to the successful implementation of the *dictation method*, so that learning objectives can be achieved optimally and sustainably.

The results of this study provide important implications for Arabic language learning practices, particularly at the elementary level in Islamic boarding schools (*pesantren*) and *madrasahs*. The *dictation method* can be used as a primary strategy in developing students' basic literacy skills before they are introduced to more complex language skills. These findings also reinforce the research of Zulfa and Syam (2024), which showed that the structured implementation of *dictation can increase student motivation and engagement* (Zulfa & Syam, 2024). In addition, parental involvement in *imla' practice* at home shows that this method has the flexibility to be applied outside the classroom, thus expanding students' learning space.

The strategic role of teachers in The implementation of *the dictation method* is crucial for the success of learning to write Arabic at the elementary level. Teachers play a role in designing dictation learning in stages by selecting the appropriate type (*manqul*, *manzhur*, and *istima'i*) based on the students' ability levels so that the learning process becomes systematic and focused. Teachers also ensure clear pronunciation (*makhraj* and *fashahah*) and a controlled dictation tempo so that students can capture the sounds correctly before writing them. In addition, teachers manage the class with strategies that encourage concentration, such as repeating dictation, providing sufficient pauses, and

using supporting media so that all students can follow the learning optimally. Teachers also apply educational evaluation techniques, such as self-correction and cross-correction, so that students can recognize errors, correct them, and gradually improve the accuracy and neatness of their writing.

Teachers not only function as dictation providers, but also as learning designers who are able to systematically organize the stages of *dictation*, starting from *dictation manqul*, *manzhur*, to *istima'i* according to the students' ability level (Aziz, Napitupulu, & Siregar, 2025). In addition, teachers are required to have accuracy in pronunciation (*fashahah*) so that students can capture the sounds of the language clearly and write them accurately. The teacher's ability to manage the class, maintain student concentration, and provide appropriate repetition are also important factors in ensuring the learning process runs effectively (Fauzia & Hadikusuma Ramadan, 2023).

On the other hand, teachers act as facilitators and evaluators who encourage students to learn from mistakes (Asriyanto et al., 2023). Through strategies such as self-correction and cross-correction, teachers help students develop metacognitive awareness of their writing (Khadijah et al., 2025). This approach creates a more reflective and non-pressuring learning atmosphere, so that students are more motivated to correct mistakes independently (Sulaiman & Az-Zahra, 2024). Thus, the role of teachers in the *imla'* method is not only limited to the technical aspects of teaching, but also includes training in students' attitudes, accuracy, and learning independence, which is in line with the learning objectives in the Islamic education curriculum.

2.3 Relevance of the *Imla'* Method in the Digital Era

One interesting finding in this study is the continued relevance of the *dictation method* amidst the development of digital technology. Although there is a perception that traditional methods are less attractive to the modern generation, the results of this study actually show the opposite. The activity of handwriting in *dictation* has been shown to provide stronger cognitive stimulation than typing, as confirmed in teacher interviews. This finding reinforces the research of Nugraha et al. (2024) which showed that *dictation rules* improve the accuracy and clarity of written communication. Thus, the *dictation method* can be positioned as an irreplaceable "foundation of literacy," even in the digital era. One of the important components of basic education is literacy (Sulisti & Janah, 2023).

the dictation method in the digital era remains strong, particularly as a foundation for basic literacy that cannot be completely replaced by technology. Although modern learning is increasingly dominated by digital devices, the *dictation method* offers advantages in practicing handwriting skills, which involve motor coordination, accuracy, and deeper cognitive processing (Sulaiman & Az-Zahra, 2024). The direct listening and writing activities in *dictation* help students build a stronger understanding of Arabic language structure, which is often not achieved through the use of keyboards or digital applications. Therefore, this method remains relevant as a balance in learning, so that students are not solely dependent on technology but also have solid foundational skills.

In relation to the curriculum, this method aligns with educational goals that emphasize the development of literacy competencies holistically, encompassing cognitive, psychomotor, and affective aspects (Sudur, Suaidi, Minnah El Widdah, 2024). Modern curricula, including in Islamic education, not only encourage the use of technology but also demand the strengthening of character traits such as discipline, precision, and responsibility, which can be cultivated through the practice of *dictation*. Furthermore, this method can be integrated with digital innovations, such as the use of audio media or learning applications, thus creating adaptive and contextual learning. Thus, *dictation* does not conflict with current developments, but can instead be an integral part of the implementation of a curriculum that balances tradition and innovation (Mustafa, Herawati & Yunus, 2024).

Despite its effectiveness, this study also identified several challenges, such as differences in students' listening abilities and varying levels of concentration. This suggests that the effectiveness of the dictation method is heavily influenced by individual student readiness. However, strategies implemented by teachers, such as repeating dictation, clear pronunciation, and the use of supporting media, have proven effective in overcoming these challenges. A gradual approach is also an important solution to prevent students from experiencing excessive difficulties in the early stages of learning. These findings demonstrate that flexibility in method implementation is key to successful learning.

Based on the findings of this study, there are several opportunities for further research development. First, quantitative research can be conducted to measure in more detail the level of improvement in students' writing skills through the *imla'* method. Second, the development of a technology-based *imla'* method (*digital imla'*) can be an interesting innovation to integrate traditional approaches with modern media. Third, further research can explore the influence of the *imla'* method on other language skills, such as reading (*qirā'ah*) and speaking (*kalām*). Thus, the *imla'* method is not only understood as a writing learning technique, but as part of a comprehensive strategy in teaching Arabic.

Overall, this discussion confirms that the *dictation method* is an effective, relevant, and adaptive approach to improving students' writing skills. The findings of this study not only reinforce the results of previous studies but also provide a new perspective that traditional methods can survive and contribute significantly to modern education when implemented innovatively and contextually.

Conclusion

This study concludes that the *imla'* method is an effective approach in improving the Arabic writing skills of Ula/MI level students at the Darul Uluum Fastabiqul Khoirot Air Hitam North Labuhanbatu Islamic Boarding School. This effectiveness is seen from the increase in the accuracy of writing hijaiyah letters, the use of harakat, neatness of writing, and students' ability to reduce spelling errors. In addition, the *imla'* method has also been proven to be able to improve students' concentration, accuracy, and memory through the integration of listening, understanding, and writing activities simultaneously. Systematic implementation through the *imla'* manqul, manzhur, and istimal'i stages, and supported by a reflective evaluation strategy, are the main factors in the success of this method.

Practically, the findings of this study confirm that the *dictation method* can serve as the primary foundation for Arabic literacy learning at the elementary level. Teachers are advised to implement this method in a gradual and varied manner, and to integrate it with innovative approaches, including the use of educational technology to enhance learning appeal. Parental involvement also needs to be optimized as part of strengthening out-of-class practice. Thus, the *dictation method* is not only relevant as a traditional method but also adaptive to the needs of modern learning.

For future research, it is recommended to conduct further quantitative assessments to more accurately measure effectiveness, as well as explore the development of digital-based *dictation methods*. Further research could also examine the effect of the *dictation method* on other language skills, such as reading and speaking, to gain a more comprehensive understanding. Thus, the results of this study provide theoretical and practical contributions to the development of effective, contextual, and sustainable Arabic language learning strategies.

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